DOCUMENT RESUME

ED 250 122 RC 015 003

TITLE Indian Resource Development. Annual Report, 1983-1984.
INSTITUTION New Mexico State Univ., Las Cruces.
PUB DATE 84
NOTE 62p.; For the 1981-1982 Annual Report, see ED 231 601.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Agriculture; *American Indian Education; American Indians; *Career Guidance; College School Cooperation; Engineering; Financial Support; Higher Education; High School Students; *Internship Programs; *Labor Force Development; Leadership Training; Natural Resources; Program Development; Secondary Education; Self Determination; Seminars; *Student Recruitment; Tribes; Work Experience Programs
IDENTIFIERS *Indian Resource Development Program; *New Mexico

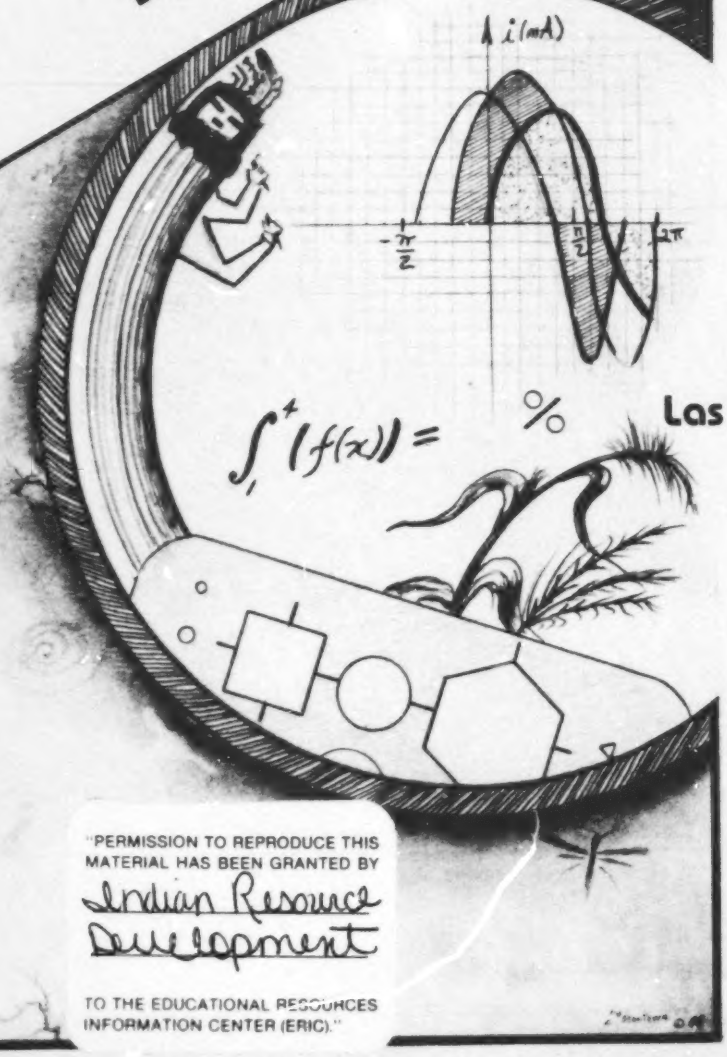
ABSTRACT

With a budget of $210,000 appropriated by the New Mexico State Legislature, the Indian Resource Development (IRD) Program marked its eighth year by continuing to develop a corps of professionally trained American Indians in fields related to natural resource development in New Mexico through college academic education and related practical work experience. These services are provided both individually and through IRD contracts with programs at New Mexico State University, the University of New Mexico, and the New Mexico Institute of Mining and Technology. Following the introduction and a brief history of IRD, the report covers: leadership (permanent staff and program); recruitment of Indian high school and college students; student services (financial aid information, retention, tutoring and counseling); student seminars (pilot seminar in cognitive development for incoming engineering freshmen); work experience through part-time employment, work study, summer jobs, internships, co-op assignment, and employment assistance. Other topics of the report include: high school orientation; program support from colleges of engineering, business administration and economics, and agriculture; and program related staff activities. Numerous appendices include committee agendas and reports; examples of letters and forms; and student test results and evaluations. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED250122

Indian Resource Development



OCT 1984
RECEIVED
ERIC/CRESS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Annual Report
1983-1984
New Mexico State
Las Cruces, NM 88003

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Indian Resource Development

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC015003

INDIAN RESOURCE DEVELOPMENT

ANNUAL REPORT

1983 - 1984

NEW MEXICO STATE UNIVERSITY

LAS CRUCES, NM 88003

CONTENTS

I. Introduction....1
Staff....2
Indian Advisory Committee....2
Deans Committee....2
Achievements....3

II. Student Services....4
Recruitment....4
Financial Aid Information....5
Student Employees in IRD Office....6
Assistance Log....7
Participant Files....7
Retention....9
Native American Student Services (NASS), UNM....9
Work Experience....10
Cognitive Development....11

III. High School Orientation....13
Staff....15
Student Recruitment and Selection....15
Assessment of Students....16
Study Skills....16
Self Concept....17
Program Evaluation....17

IV. Engineering....17
College of Engineering, NMSU....17
Native American Program, College of Engineering (NAPCOE), UNM....18
New Mexico Institute of Mining and Technology....23

V. Business....26
College of Business Administration and Economics, NMSU....26
Trust and Real Property Management, NMSU....26

VI. Agriculture....27

VII. Program Related Activities....28

VIII. Conclusion....31

APPENDICES

Advisory Committee Agendas.....A-1--A-2
U.S. Congress Conference Committee Report on Appropriations..B
Executive Summary of IRC Proposal.....C-1--C-2
Summer Employment Letter to Participants.....D-1
Summer Employment Survey Form.....D-2
Summer Employment Financial Aid Eligibility Form.....D-3
Summer Employment Letter from Hewlett Packard.....D-4
American Indian High School Students Orientation Test Results.
.....E-1--E-3
American Indian High School Students Orientation Evaluation..
.....F-1--F-4
Announcements of NAMES Career Presentations.....G-1--G-2
Schedule for Management Seminars.....H-1--H-2

I. Introduction

Indian Resource Development (IRD) is organized to develop a corps of professionally trained American Indians in fields related to natural resource development in New Mexico. To this end, IRD recruits Indian students into college and into natural resource related majors such as agriculture, animal science, business administration, accounting, engineering, physical sciences, mathematics, biology, computer science, forestry, and veterinary medicine. The program has operated on the New Mexico State University (NMSU) campus since 1976. Funding is through a line item in the NMSU appropriations from the New Mexico State Legislature. In fiscal year 1983-1984 the IRD budget was $710,000. IRD serves Indian students throughout the state, and has contact with and provides services to Indians in New Mexico universities. These services are provided both individually and through IRD contracts with programs at NMSU, the University of New Mexico (UNM), and New Mexico Institute of Mining and Technology (NMIMT).

Indian students in high school, college, or graduate school with a preferred grade point average of at least 2.5 are eligible to become IRD participants. Participants receive information that matches their proposed careers and information on colleges, universities and majors in which they indicate an interest. In addition, they receive information on opportunities for cooperative education, summer jobs or internships. For those participants with a summer job, internship, or co-op assignment, IRD provides mileage expenses to the employment locale and start-up allowances to help them meet living expenses. High school participants may attend a one-week American Indian High School Student Orientation held during the summer.

Staff. IRD is staffed by Kathryn Harris Tijerina, Director; Lance Lujan, Program Coordinator; a full-time secretary; a half-time records clerk; and from four to five part-time student employees. Dr. Tijerina manages and directs all aspects of the program and represents IRD at meetings within the Indian community. Mr. Lujan is primarily responsible for recruitment. He also plans and directs the American Indian High School Students Orientation. The secretary manages the office; the records clerk is responsible for maintaining and updating participant files. Student employees respond to requests for information, research and update information, maintain the general files, assist the Program Coordinator, and perform general office tasks.

Indian Advisory Committee. The Indian Advisory Committee for IRD is composed by Keith Miller, Vice Pres[illegible] of the Mescalero Apache Tribal Council; Joe Muniz, Jr., member for the Jicarilla Apache Tribal Council; Leonard Haskie, member for the Navajo Tribal Council; and Edmund Gonzales, member for the All Indian Pueblo Council (AIPC). Advisory Committee members are nominated by the principal Indian governing bodies in New Mexico and appointed by the President of NMSU. The Committee met on November 18, 1983, and June 1, 1984. [Agendas for these two meetings are in Appendix A.]

Deans Committee. This fiscal year was the first in which IRD functioned as an independent unit within the College of Agriculture. All program accounting is handled by the IRD secretary; the Director reports directly to the Dean of the College of Agriculture and Home Economics. A committee composed of the Deans of the College of Business Administration and Economics, Curtis C. Graham; the College of

Agriculture and Home Economics, L.S. Pope; and the College of Engineering, Joseph Genin oversees the program in matters of policy.

Achievements. Main program achievements in 1983-1984 involved progress in the areas of recruitment and retention. During the year Mr. Lujan visited all New Mexico colleges and universities and all high schools having a substantial Indian population in the state.

The College of Business Administration and Economics at NMSU; the Native American Program College of Engineering (NAPCOE) and the Native American Studies program at UNM; and Student Services at NMIMT: all carried out programs for Indian students, parents and adults partially funded by IRD. IRD has established very good working relationships with these institutions, and this cooperation is bearing fruit in coordinated efforts to recruit and retain Indian students in technical areas. A specific instance of this cooperation is the Seminar for Incoming Indian Engineering Freshmen, sponsored by minority programs from the three universities in August, 1983. The seminar was a pilot project in teaching cognitive development to Indian students.

IRD continued its efforts to form an Indian Resource Consortium (IRC) for the development of natural resources on reservations, using the expertise of land grant colleges and state universities to assist tribes with this development. Language urging the U.S. Department of Labor to fund IRC was part of the U.S. Congress Joint Conference Committee Report on Appropriations. [See Appendix B.] A proposal was was written after consultation with Council for Energy Resource Tribes (CERT) and submitted to the Employment and Training Administration of the U.S. Department of Labor in November, 1983, requesting funding for

IRC, but funding was not approved. [See Appendix C for Executive Summary of the proposal for Indian Resource Consortium.]

II. Student Services

Recruitment. Recruitment of Indian students into college and into natural resource related majors is a primary goal of IRD. Mr. Lance Lujan, Program Coordinator, has visited the following New Mexico high schools during fall semester 1983 or spring semester 1984: Shiprock High School, Kirtland Central High School, Farmington High School, Navajo Academy, Taos High School, Espanola High School, St. Catherine's Indian School, Santa Fe Indian School, Bloomfield High School, Gallup High School, Zuni High School, Laguna-Acoma High School, Bernalillo High School, Jemez Valley High School, Rio Grande High School, Grants High School, and Tohatchi High School. All of these schools have a substantial Indian population. These visits included participating in career day activities at St. Catherine's Indian School and Tohatchi High School.

The effectiveness and efficiency of IRD's recruitment activities were increased this year through cooperation with the NMSU College of Engineering. Ms. Rose Marie Melon, counselor and minority recruiter under the Dean of the College of Engineering, cooperated with IRD in making career day presentations. Sharing the travel expenses of these recruitment trips decreased expenses for both programs, and the combined presentations were very effective with the high school students.

During the 1983-1984 school year Mr. Lujan also visited several colleges and universities in New Mexico. He established contact with Indian counselors and program directors on these visits, as well as

talked with interested Indian students. He organized a reception for Indian students interested in natural resource related careers at the UNM Student Union on November 9, 1983. Other institutions visited included College of Santa Fe, San Juan College, University of Albuquerque, New Mexico Highlands University and Southwestern Indian Polytechnic Institute.

The personal influence of the recruiter is an important factor in recruiting but very difficult to measure. Mr. Lujan. a Kiowa/Taos Indian, works very effectively with Indian students. In recruiting sessions he presents the needs of Tribes for technically trained members and the benefits to the Indian student of choosing a natural resource related career. An important recruiting tool is the slide/sound show developed by IRD and first used in the fall of 1983. The slide/sound show depicts and demonstrates the various careers open to Indian students in natural resources. By showing Indians at work in labs, fields and offices in the various technical professions, the slide/sound show is strongly motivating to the student still deciding on a career or a college major.

Financial Aid Information. "Sources of Financial Aid for American Indian Students" has been revised and updated during this year. It lists colleges and universities in the Southwest and gives some information on each. It also lists scholarships, fellowships, grants and loans that may be available to Indian students, with qualifications and requirements noted. In addition, there is a section on how to choose a college, steps to take in applying, and how to secure financial aid. This booklet is distributed to students at recruiting sessions, along with a brochure explaining the IRD program and an application form.

Students who become participants in IRD receive information on their proposed careers, on college majors, and on opportunities for summer jobs and co-op assignments.

Student Employees in IRD Office. The revision of the financial aid booklet, as well as other important tasks, have been performed by student employees in the IRD office. The student employees are all Indian students in natural resource related majors at NMSU. They work up to 20 hours per week in the IRD office while carrying a full class load.

Kenneth Tsosie, Navajo, graduate student in accounting, and Alan Cherino, Isleta, engineering technology major, were responsible for revising the financial aid booklet. Alan also input participant data into the program's new computer record file on participants. The main responsibility of Rolena Chuyate, Zuni, engineering technology major, is to process new applications and respond to routine requests for information from participants and others. Glenal Riley, Laguna, senior in trust and real property management, assisted the Program Coordinator in scheduling recruitment trips. Thora Walsh, Mescalero Apache, senior in horticulture, established a library of college catalogues for the program and provided graphics for the office during her summer employment at IRD. Other students employed throughout the year were: Raymond Concho, Acoma, senior in mechanical engineering; Janice Victorino, Acoma, human resources business administration major; Jeanette Browning, Santa Clara, engineering technology major; Susan Lorenzo, Laguna, management major; Loren Jim, Navajo, economics major; and Lucille Leuppe, Navajo, business administration major. IRD notes with pleasure honors received by two of its student employees this year. Raymond

Concho, who also served as vice-president of NMSU student body, received the Roberts Memorial Award at NMSU for most significant contribution to the improvement of the quality of student life at NMSU. Kenneth Tsosie was awarded a scholarship by the American Institute of Certified Public Accountants.

Assistance Log. All IRD employees keep an assistance log, a record of their contacts and the services rendered outside of scheduled program activities. See Table 1. The tabulation shows that IRD provides financial aid information and informal counseling to a large number of people. IRD staff offer mainly information and referral services to participants in this area, the philosophy being that students who "learn the system" will be able to operate more effectively. Tutoring is offered to participants directly if a staff member or student employee has knowledge in the subject area required by the participant; otherwise the person is referred to a program on his/her campus that offers assistance. In the IRD offices are three typewriters, a copier, a word processor and a computer terminal with modem. These facilities are available to program participants when they are not being used for program activities. IRD has also arranged a small room as a study area for those students who need a quiet place to work.

Participant Files. During the 1983-1984 year the process of transferring the participant files from cards to a file on the IBM Displaywriter microcomputer was undertaken. This task was almost completed by the end of the year. Searching the files for those participants whose interests and qualifications match opportunities for work or study experiences will be much easier when the files are

INDIAN RESOURCE DEVELOPMENT
NUMBER OF PEOPLE HELPED
JULY, 1983 - JUNE, 1984

TABLE 1

TYPE OF ASSISTANCE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
School	1	8	2	4	1	101	8	5	4	2	1	2	139
Financial Aid	2	7	102	105	109	27	6	2	3	4	3	9	379
Employment	3	6	2	3	5	5	10	11	12	14	1	5	77
Counseling		8	100	102	101	1	7	2	3				324
Tutoring		5	2				1	7	1				16
Program Information	27	1	16	7	8	27	5	10	33	13	4	39	190
Personnel Matters		10	1		3	2	1	4	4				25
Campus Information	2	48	15	4	8	25	1	1	3	5	2	7	121
Use of IRD Facilities	2	5	8	11	7	6	4	15	8	18			84
Tribal Information		2	100	103	100	1	4	1	1	3	1	2	318
General Information	3	1	2	2	2	6	10	4	1	5	2		38
TOTAL	40	101	350	341	344	201	57	62	73	64	14	64	1,711

computerized. Also, more accurate record keeping will increase the accountability of the IRD program. The continuing problem of tracking a mobile student population remains. To better manage the files and to maintain better contact with the participants, a half-time records clerk position has been created. The records clerk divides her time between file input, update and maintenance, and phone contact with the participants to ascertain their present status and offer IRD services. At the end of June, 1984, IRD participants numbered 1,025.

Retention. IRD recognizes that Indian students in technical and scientific fields drop out or transfer to other disciplines at an alarming rate. Even minority retention programs have had minimal impact unless they have included a concerted and sustained outreach to Indian students specifically. During this year IRD has tackled the retention puzzle from several angles. IRD contributed financial support to the UNM Native American Student Services summer institute; matched participants to career related work experience opportunities and notified the appropriate students; supplied mileage and start-up allowances to those students eligible for financial aid who had summer jobs, internships, or co-op assignments; cooperated with two other New Mexico universities in sponsoring a cognitive development seminar; and honored those NMSU participants who graduated in 1984 at a banquet.

Native American Student Services, (NASS), UNM. IRD partially funded the NASS program at UNM for projects conducted during June, 1984. Funds provided by IRD allowed for increased recruitment efforts during the month of June. NASS also engaged in a pilot educational endeavor to enlarge the tutorial assistance to on-campus American Indian students through a summer institute. The tutoring program entailed two separate

components based on the individual need of each participant. The first component dealt with the development of study skills. The second component outlined the various avenues for creative writing in the academic areas of business and physical science.

Work Experience. IRD started the search for summer employment for participants earlier this year than in previous years. In October 1983 IRD contacted participants, asking them to respond by filling out a survey form, and also wrote to potential employers inquiring as to summer job opportunities for Indian students. The response from employers, however, was still disappointing. Hewlett Packard did reply, and information on their Student Employment and Educational Development (SEED) program was forwarded to IRD's qualified participants. [See Appendix D.] Also, IRD worked closely with the U.S. Forest Service in Portland, Ore., and was able to place four students in summer jobs in Fremont National Forest in Bly, Ore.

Students who did obtain summer or temporary jobs, co-op assignments, or internships and who were financially eligible, received mileage to the employment locale and/or start-up allowances to help them meet initial living expenses. During 1983-1984 the following students received this assistance from IRD: Brooks Silversmith, co-op assignment with the U.S. Forest Service in Columbia Falls, Mont.; Raymond Concho, temporary job with Los Alamos National Laboratory, Los Alamos, N. Mex.; Eldred Lesansee, congressional internship with New Mexico Congressman Bill Richardson, Washington, D.C.; Sherri Bradley, summer job with U.S. Forest Service in Mont.; Marjorie Ashley, summer job with Colorado National Bank, Denver, Colo., Ervin Jackson, Selina Rose Begay, Peter Hubbard, and Jeri Lynn Begay, summer jobs with the U.S. Forest Service

in Bly, Ore.; and Matilda Bowman, summer research job with the University of California Physiology Department. In addition, IRD paid the registration fees for two members of the NMSU Native American Business Students Association to the National Indian Business Symposium in Las Vegas, Nev., in February, and the mileage to a forestry meeting in Berkeley, Cal., for Norma Jean Ross.

When IRD received notification of job or scholarship opportunities, the staff matched the qualifications asked for and notified participants. Information passed on included: summer job and scholarship opportunities from Hercules Chemical Co.; NMSU Government Career Day; job opportunities with U.S. Soil Conservation Service; rural development fellowships with the National Rural Fellows Program; summer programs in health sciences at the University of Oklahoma; a job announcement for executive director of the Northern Arizona Native American Research and Training Center; student employment with Hewlett-Packard; summer jobs with the U.S. Forest Service; and summer employment with Exxon Corp.

IRD made arrangements for interested participants to be interviewed by Mr. Harold Sando, Native American Minority Recruiter for New Mexico State Personnel Office. Mr. Sando spent two days, April 4 and 5, at IRD offices talking to students individually about possible permanent positions with New Mexico state government.

Cognitive Development. IRD also cooperated in an attack on the retention problem through sponsorship of a pilot seminar in cognitive development for incoming Indian engineering freshmen at UNM, NMSU, and NMIMT. Working within a task force of National Association of Minorities in Engineering Program Administrators (NAMEPA) District 6, on the problems of recruiting and retaining American Indian students in the

areas of math, science, and engineering, IRD staff, along with staff from minority engineering programs at the other two institutions, concluded that the problem of retention of Indian students in technical and scientific majors is more than one of remediation. A more fundamental problem is the approach to learning sciences, or cognitive development, in Indian students. Proceeding from work done by Dr. Reuven Feuerstein of Israel on cognitive modification in children who were raised in neither a mainstream nor a traditional culture,* the NAMEPA task force organized a summer seminar in cognitive development for incoming Indian engineering freshmen at the three institutions. This pilot seminar was funded by National Action Council for Minorities in Engineering (NACME).

The intensive week-long seminar was held at NMSU from August 7 through 13 for 21 students. The main thrust of the project was training in the fundamentals of the Instrumental Enrichment program--exercises in cognitive development such as analytical perceptions, comparisons, definition of problems, categorization, and establishing parameters. These cognitive development sessions were presented twice a day by Mr. Larry Emerson and Ms. Janet Slowman of the NiHa'AlchiniBa School in Shiprock, N. Mex. Also, two times each day Dr. Susan Brown of the NMSU Center for Learning Assistance presented sessions in study skills, covering such topics as notetaking, study routines, and test preparation. Special guest speakers, Dick Fairbanks, Chippewa, of Sandia

---

*Reuven Feuerstein, Instrumental Enrichment: An Intervention Program for Cognitive Modifiability (Baltimore: University Park Press, 1980).

National Laboratories, and Jim B. Finley, Piankeshan, of Los Alamos National Laboratory, provided the Indian students with role models as well as much practical information.

Pre- and post-testing showed students' improvement in accuracy and precision of thinking. An academic-year component at each of the three institutions was designed to continue the Instrumental Enrichment training and to track the students who had participated in the pilot seminar. The task force has written proposals to continue the project at the secondary school level to the National Science Foundation (NSF), and at the university level to the Fund for the Improvement of Post Secondary Education (FIPSE). Both of these proposals have passed through preliminary reviews, but neither has yet been funded.

It seems there are no easy solutions to the puzzle of Indian retention. The answer may be a combination of changes in many disparate factors; e.g., better secondary education for Indian students, more secure funding for low income students, support both on the reservation and on the campus for first generation college attendees. Wherever the solution may be, IRD believes it is working toward it through its attack on several fronts: providing information on career related work experience for pay to the students, seminars in cognitive development, support and recognition for those students aiming at a technical or scientific career.

III. High School Orientation

IRD encourages Indian students to enter technical careers in the hopes that some day they will assist their tribes to move toward economic prosperity. The High School Orientation is an integral part of

achieving that overall goal by providing experiences that inspire and encourage Indian students to pursue academic careers in science, agriculture, engineering or business. The 1984 Orientation continued to provide a wide range of academic and career options to a group of 26 high school sophomores and juniors.

For the third year, the program provided some academic assessment to give the student an indication of the areas in which improvement is needed. Sessions were presented twice daily by Dr. Susan Brown of the Center for Learning Assistance at NMSU to give the students study skills they will be able to use during their remaining high school years as well as in college. Both the academic assessment and study skills will assist in providing the student with a clearer picture of what he or she needs to better prepare for the academic rigors of these technical careers.

This year a new component was added to the Orientation: discussions designed to attempt to bring the student some understanding of his/her self-concept. These sessions were designed and implemented by the Guidance and Counseling Center at NMSU. The object was to provide the student an opportunity to develop a sense of his/her self in a safe atmosphere.

An important component of the High School Orientation is the one designed to inform and stimulate interest in different academic areas that each student could pursue. The presentations in each area included a description of the academic area and its various aspects, opportunities available, including job possibilities, and pay scales. Also noted was the preparation needed in high school to pursue the academic area, the relation of the area to Indian issues, i.e., land, economic

and natural resource development, as well as some form of hands-on experience or short experiment. Presenters were sent a suggested format for their presentation.

The final element of the Orientation was sessions on the services offered by the university: financial aid, student services, admission, and the American Indian Program. This provided useful mechanical information about what is necessary to enter the college world. The combination of all areas--academic services, assessment, and learning skills--provided a well rounded view for the student.

Staff. The Program Coordinator, Lance Lujan, was responsible for the design, organization and implementation of the High School Orientation. The IRD High School Orientation counseling staff included Indian college students majoring in business, engineering and agriculture. The five counselors were: Raymond Concho, Jr., Acoma Pueblo, senior in mechanical engineering; Sue Lorenzo, Laguna Pueblo, junior in management; Thora Walsh, Mescalero Apache, senior in horticulture; and JoAnn Willie, Navajo, sophomore in mechanical engineering; and Alan Cherino, Jr., Isleta Pueblo, sophomore in engineering technology. Their role and responsibility were to supervise the students during the Orientation, as well as to assist the Program Coordinator in planning leisure activities. The counselors attended a pre-Orientation workshop to clarify their roles, check schedules, become familiar with the agenda, learn locations of buildings on campus, and gain knowledge of rules and procedures for emergencies.

Student Recruitment and Selection. The selection process began in February, 1984. A letter of information about the summer program was sent to counselors at high schools with large Indian enrollments. The

letter requested that counselors encourage qualified Indian student to apply. A total of 33 students applied. The IRD criteria for selection were: 1) grade point average of 2.5 or higher; 2) plans to attend college or university; 3) an expressed interest in engineering, business, agriculture, or science; 4) representation from the tribes in the state. Twenty-six students were selected and notified by letter. Included with the letter were information on registration time and place, confirmation of attendance form, and medical release form. This year the students were provided transportation from Albuquerque, and the parents of those from distant locations were reimbursed for mileage to Albuquerque.

Assessment of Students. This was the third year that scholastic testing with sequential tests of educational progress was offered. The purpose of the assessment was to provide the students with an academic picture that will allow them to see areas where improvement is needed, as well as to point out areas in which the student excels. Each student received an explanation of the assessment individually. The assessment provided indications for areas of reading, math computation and concepts, vocabulary, biological and science skills. IRD anticipates that each student will use the information to better prepare for college courses. [See Appendix E for a compilation of the test results.]

Study Skills. In addition to the student assessment, two hours each day were devoted to increasing the students' study skills. These sessions were presented by the NMSU Center for Learning Assistance staff. These sessions were designed to provide such skills as listening and notetaking, developing a study routine, how to read and remember, memorizing and concentration, overcoming procrastination, and test

preparation and taking. These skills will assist the students as they return to high school as well as begin to lay the foundation for developing good college study habits.

Self Concept. This component of the Orientation was designed to provide the students with some insight into the importance of understanding about who they are and the part that plays in their future academic success. Mr. Bill Bellais of the NMSU Guidance and Counseling Center led a series of three group discussions in which the participants explored these areas.

Program Evaluation. The overall purpose of the Orientation is to provide the opportunity for Indian high school students to get acquainted with the university and campus life, faculty, facilities, and student services; expose them to college academic majors in agriculture, engineering, business administration and related science fields; stimulate and motivate them to want to pursue academic education beyond high school; provide an assessment to the students to assist them in preparing for college; sharpen their study skills; and help them develop their self concept. At the end of the week-long session, each student was given an evaluation form to complete. The purpose was to assist the staff to design future years' programs more effectively. [See Appendix F for the results of the evaluation.]

IV. Engineering

College of Engineering, NMSU

The effort to increase American Indian enrollment in the College of Engineering is designed to encourage students through participation in career days, high school visitations and sponsorship of various American Indian groups who are scheduled to visit the campus. The College of

Engineering also used IRD funds to sponsor Indian student participants in the summer Minorities Introduction to Engineering (MITE) program. During this year a microcomputer was purchased for use in the college's recruitment program.

Several Indian engineering majors were sponsored for attendance at the annual national AISES conference in Albuquerque. They received per diem as well as travel expenses. Engineers were hired by the College of Engineering to provide tutoring services to all American Indian students who request this assistance within the engineering curriculum. American Indian students are employed to work as aides in the office of the Dean of Engineering and to be a liaison between the college, the American Indian program and IRD.

Native American Program, College of Engineering (NAPCOE), UNM

Since January 12, 1984 Ms. Lila Bird has served as the Coordinator for the Native American Program in the College of Engineering (NAPCOE) at the University of New Mexico. NAPCOE has been involved in the recruitment and retention of American Indian engineering students and networking with internal UNM departments and programs as well as external tribal offices, related agencies, and professional organizations. All of the funding appropriated by the Indian Resource Development program to NAPCOE for materials and services, travel, and student salaries has been devoted to these activities.

A total of 22 junior high schools and junior colleges were visited by NAPCOE. These schools included: Aztec High School, Bernalillo High School, Bloomfield High School, Central Consolidated High School in Kirtland, Dulce High School, Ft. Wingate High School, Gallup High School, Jemez Valley High School, Laguna-Acoma High School, Santa Fe

Indian School, Shiprock Alternative School, Shiprock High School, Thoreau High School, West Mesa High School in Albuquerque, Bernalillo Junior High School, Cochiti Elementary School, Santo Domingo Junior High School, Navajo Community College in Shiprock, San Juan Community College in Farmington, and Southwestern Indian Polytechnic Institute in Albuquerque. In addition, groups of American Indian high school students from the following schools visited the NAPCOE office on the UNM campus: Highland High School, Manzano High School, Sandia High School, and West Mesa high School, Zuni, and all of Albuquerque High Schools.

Personal contact was established with each school principal, counselor, and math and science teacher, and information and brochures were provided to them and to students on NAPCOE, UNM engineering departments, and summer engineering programs. Presentations on NAPCOE and UNM engineering programs were made before math and science classes at varying grade levels. Individual appointments and counseling sessions were held with graduating Indian seniors or transfer students who were planning to attend UNM and were interested in engineering or the sciences. If time permitted, a slide show presentation and discussion on the American Indian Science and Engineering Society (AISES) was provided. The slide show proved to be quite successful in motivating students to begin seriously considering engineering as a profession. NAPCOE also participated in several high school career fairs. Follow-up of all high school seniors and senior counselors contacted during NAPCOE visits were made by letter informing them of the 1984 NAPCOE Orientation Program to be held August 12 through 17, 1984.

High school, junior high school, and elementary school visitations will continue to be an important priority for NAPCOE. Without adequate

academic preparation and career planning in the elementary and secondary school years, success in college engineering programs is very difficult.

The Coordinator of NAPCOE served on the selection committee for four summer pre-engineering programs held at UNM in 1984. American Indian high school students ranging in grade levels nine through twelve participated in the UNM Minority Introduction to Engineering Program, the Air Force Introduction to Engineering Program, the Mathematics, Engineering and Science Achievement Program, and the Pre-engineering Program. These students came from schools throughout the state of New Mexico in addition to a few from Arizona. American Indian participants visited the NAPCOE office and were provided with information concerning engineering programs, tips on admission and financial aid, scholarships, AISES, and NAPCOE. Follow-up on each of the participants will be conducted through high school graduation or entrance to college.

Four NAPCOE student tutors assisted American Indian engineering students in the following areas: Physics 160, Calculus II, and Physics 151. Each tutor was paid $4.50 per hour of tutoring. Each tutor was limited to 20 hours per week. If a NAPCOE tutor could not be located for an upper division engineering course, Sandia Laboratories' American Indian Outreach Committee would locate a "Sandia Laboratory Mentor" who tutored at no cost. Students requiring tutoring in non-engineering courses were referred to the UNM Study Skills Center and to the Associated Students of New Mexico Tutoring program.

Beginning in the 1984 fall semester, mandatory NAPCOE tutoring sessions will be required for entering freshmen in math and physics. Many times Indian students will not seek help if they are having

difficulties in class. Mandatory tutoring should prevent this problem from occurring.

On the average, five students per day visit the NAPCOE office for counseling services. Problems that most often arise at the beginning of a semester are associated with admission and registration, lack of financial aid, course selection, housing, purchase of required books and supplies, daycare and social service requests, and also tutoring requests. Mid-semester problems are related to tutoring and difficulty in test taking, time management, and budgeting. At the end of a semester, employment search, scholarship information, and negotiations with instructors over grades are the primary concerns of students.

Referrals are made to the UNM College of Engineering advisement center for course selection and admission to the College of Engineering. Referrals to outside employment agencies are also useful.

Coordination with the UNM financial aid office is of utmost importance regarding tribal scholarships, federal financial assistance, and private scholarships. The UNM financial aid office assists NAPCOE in keeping track of all financial aid delivered to students. If a NAPCOE student is in danger of losing a scholarship due to poor performance, NAPCOE will work with the financial aid office to resolve the program.

The UNM Chapter of the American Indian Science and Engineering Society (AISES) was established in the 1983 fall semester. On February 24, 1984 the UNM AISES Chapter hosted an AISES Leadership Training Workshop to enhance leadership skills and organizational forms and to exchange ideas about AISES chapter activities with other schools. Over 50 American Indian students representing four New Mexico colleges and four New Mexico high schools attended. Guest speakers included: Dr.

Gerald May, Dean of the UNM College of Engineering; Mr. Norbert Hill, Executive Director of AISES: Dr. Tacheene Scott, Associate Professor at Ft. Lewis College; Mr. Keith Miller, Civil Engineer and NAPCOE graduate, Bureau of Indian Affairs; and Dr. Bill Gross, UNM College of Engineering instructor. The workshop was held in conjunction with the UNM College of Engineering Open House. Visiting students and guests toured UNM's facilities. The workshop proved to be a great success. Other New Mexico colleges have volunteered to host the next AISES Workshop.

The UNM chapter of AISES held regular bi-weekly meetings throughout the school year. Guest speakers and various chapter activities were the primary focus of the group. The organization served to bring together a mutual support group of American Indian engineering students that otherwise may not have formed. The chapter is looking forward to attending the National Conference of the American Indian Science and Engineering Society to be held November 14 through 17, 1984 in Los Angeles, California.

The NAPCOE office has identified over 100 American Indian students enrolled in engineering courses at UNM. In order to inform these students about NAPCOE and AISES activities, a newsletter was published and disseminated twice during the 1984 spring semester.

In an effort to increase the retention rate of American Indian engineering students, a special one-week orientation program will be held prior to the start of the fall semester, August 13 through 17, 1984. At least 20 entering freshmen, transfer students, and graduate students are expected to participate. Funding for this program will be provided by Exxon Corporation.

In addition to visiting schools, NAPCOE is attempting to visit with local school boards, local community leaders, Indian Education committees, and parents. In order for Indian students to acquire necessary academic skills at the elementary and secondary school levels, it is important that an adequate curriculum exist in the schools. Parents are the most significant force that can ensure that local school systems are providing quality education for American Indian students.

Tribal education planning is key to the development and educational success of American Indian engineering student. NAPCOE participated in a panel discussion for a conference on "Indian Education and Tribal Economic Development" held in Salt Lake City, Utah, on March 30, 1984.

Networking with internal UNM departments and programs is also crucial to the success of American Indian engineering students. Very often, engineering professors will alert the NAPCOE office of problems relating to an Indian student's performance in class. Continuing dialogue with UNM Engineering Department Chairpersons is an on-going NAPCOE activity. In April, 1984 NAPCOE and UNM-AISES, in conjunction with the UNM Mechanical Engineering Department, hosted an American Indian art exhibit entitled, "American Indian Art & Engineering: A Common Space."

Retention efforts need to be further expanded and consolidated in the coming years. NAPCOE will focus on this continuing problem in the coming academic year.

New Mexico Institute of Mining and Technology

The Native American Mineral Engineering and Science (NAMES) Program, which provides a pre-college summer experience for American Indian high school sophomores and juniors and an opportunity for college staff

to work closely with school professional staff and the local communities serving American Indian young people, is within the Special Services Program at NMIMT. IRD provides partial financial support for this program.

Based on the previous four summers' program experiences, and with the support of retention research, it has been found that parental support is a key influencing factor in American Indian student career choice and the success of the students in college. Thus, with financial support received from IRD, the primary goal was the development of a support network for American Indian students in which parents would be the crucial element.

To accomplish this goal during the 1983-1984 year, the staff conducted extensive field visits to American Indian communities in New Mexico. Presentations focusing on science and engineering were presented to American Indian communities in Albuquerque, Laguna Pueblo, and Farmington. [See Appendix G for agendas of two community career presentations.] Indian educational community leaders involved in Title IV and Johnson O'Malley, and tribal education programs were actively involved in the presentations, providing input and recommendations. Presenters also included students who were former NAMES Program participants and several engineering students from NMIMT. Industrial representatives were also invited to participate. These included NAMES Advisory Board members, American Indian professional engineers, and alumni of NMIMT and NMSU.

The community presentations opened the doors to on-campus classroom presentations. These career presentations were made at the following schools: Sky City Community School, Laguna Elementary School, Laguna-

Acoma, Magdalena, Thoreau and Dulce High Schools and Santa Fe Indian School.

Another important accomplishment was the personal and individual conferences held with students who indicated a strong interest in attending the summer NAMES Program and their family members.

During the course of the fiscal year, the staff had several opportunities to attend national functions to keep abreast of new and innovative careers in engineering and science as well as to develop a support network of institutions with pre-college summer programs. The conferences attended were in Dallas, Houston, and San Francisco.

IRD funds were also used to provide summer student travel and summer student materials and/or supplies pertaining to student retention. Previous summer experiences suggested that the students lacked proper study skills and habits essential to success in college studies. To give this summer's high school students a head start, study skills workbooks were purchased and formally introduced and used in the Career Seminar class by the Counselor/Coordinator. Another area recognized as a retention "technique" is sufficient financial aid. Based on this and the low income background of the majority of the students, financial assistance was provided, including purchase of some school supplies and a stipend. The students were responsible for budget management of the stipend, a must among college students.

In conclusion, the community career presentations, informal personal and individual parent/student conferences, and financial support for each program participant, led to the successful accomplishment of program goals and objectives of the NAMES program with the financial support of IRD.

V. Business

College of Business Administration and Economics, NMSU. The Center for Management and Professional Development, College of Business Administration and Economics, NMSU, presented a two-day management seminar to participants from Indian governmental agencies and Indian businesses in New Mexico. The seminar topics were Strategic Management and Management Skills. The seminar was presented in Albuquerque in June, 1984. There were 75 participants. Because more people registered for the seminar than could be accommodated, another seminar on the same topics was scheduled for July. [The seminar schedule is in Appendix H.]

Trust and Real Property Management, NMSU. For several years IRD has cooperated with the College of Business Administration and Economics at NMSU in attempting to establish a Trust and Real Property Management major within the Department of Accounting and Finance. Mr. Graham Holmes has been employed to teach the "Indian" courses: Law Applicable to Native Americans (BA 321), Water and Mineral Law (BA 322), and Indian Real Property Management (FIN 455). However, without a concerted effort to promote this new major, it is very difficult to recruit majors and continue the courses. It was hoped that the opening of a faculty position in the Department of Finance and Accounting would provide the opportunity to take on board a person particularly qualified in trust and real property management. Therefore, IRD cooperated with the department in circulating the position announcement to those persons who might be interested and qualified. Since a person whose qualifications included those needed by the department in other areas, combined with expertise in trust and real property management, could not be found at this time, IRD is relinquishing its goal of finding a firm funding

foundation for the the major. It is hoped that developments in the future will again make this a viable goal for IRD and the Department of Accounting and Finance. In the meantime IRD stands ready to help in promoting the courses or the major in any way the department would find useful.

VI. Agriculture

Their land base is one of the most important natural resources available to most Indian tribes. Therefore, professionals trained in agriculture and related agribusinesses are needed by most tribes to develop this resource. IRD encourages students to study agricultural sciences and management including crop production, soils, irrigation, range science, entomology, horticulture, agricultural engineering, animal science, marketing, farm management, and agricultural economics, in order to meet this need. However, the College of Agriculture and Home Economics at NMSU is experiencing a decline in its enrollment, and this downward trend includes Indian students. IRD is active in several areas attempting to reverse this direction.

The program has allotted money from its budget to the College of Agriculture and Home Economics at NMSU to support a recruiter particularly for Indian students. IRD will also create a new Program Coordinator position within its program to be staffed by a person skilled in an agricultural field. The combination of these two new positions will increase the number of Indian students who receive information on and encouragement in choosing agriculture related careers.

IRD has also undertaken the development of a slide/sound show on Indian women in agriculture. Drawing on material provided by the

Department of History at NMSU on the long tradition of Indian women in agriculture, and on the modern examples from tribal farms and agri-businesses, IRD is producing a presentation which will pictorially depict the challenging futures in agriculture open especially to Indian women.

During this year IRD has also worked with the All Indian Pueblo Council (AIPC) in several agriculture related activities. In September IRD coordinated the visit of a delegation from AIPC to the NMSU campus to explore the possibility of an Indian Extension Service under the Cooperative Extension Service. The group met with several people from the College of Agriculture, the Cooperative Extension Service, and the New Mexico Department of Agriculture. IRD is also cooperating with AIPC on a three-day seminar to be held in August, 1984, for high school students to introduce them to careers in the agricultural sciences. IRD is making all arrangements for the group and will provide food and housing for the 30 students who plan to attend. IRD is also involved with the AIPC and the Cooperative Extension Service in organizing a Livestock Seminar tentatively scheduled for February, 1985.

VII. Program Related Activities

IRD staff undertook several activities in support of the general goals of the program during the year. Dr. Tijerina spoke at the national conference of National Association of Minorities in Engineering Program Administrators on January 24, and participated on a panel on minority engineering programs in colleges and universities at the Southwestern Symposium on Minorities in Engineering on March 20. Mr. Lujan spoke on a panel at the Western States Indian Education and

Economic Development Conference on March 29. The topic of these presentations was the cognitive development seminar for Indian engineering freshmen. On December 2 Mr. Lujan attended the American Indian Higher Education Council retention workshop for professionals working with Native American students in post secondary institutions, and on June 3 through 5 Dr. Tijerina attended the national conference of the National Action Council for Minorities in Engineering. Both Mr. Lujan and Dr. Tijerina attended the American Indian Science and Engineering Society national conference November 10 through 12, and the American Indian Program retention workshop on the NMSU campus on November 4.

In promoting the visibility of IRD in the national and statewide community, the program staff continued to develop good relations with government officials. Dr. Tijerina met at various times during the year with members of the New Mexico delegation to Congress and with staff members from their offices. She also met with Secretary Juan Vigil of the New Mexico Department of Human Services. On February 16, Dr. Tijerina testified at a hearing of the President's Commission on Economies of Reservations. Many of IRD's contacts with government officials are related to job opportunities for IRD participants. Dr. Tijerina met and corresponded with Ms. Paula Compton of NASA. Mr. Lujan worked with Mr. Jesse Luna of the U.S. Forest Service in securing summer jobs for Indian students. There was also correspondence with Mr. Luther Grass of the Agriculture Research Service. Department of Agriculture and with the Navajo/Hopi Relocation Commission concerning possible employment of Indian students. In this regard Dr. Tijerina also spoke with Ms. Diane J. Davie, Assistant, Corporate College Relations and Recruiting with IBM, and Mr. Donald W. Washington, Staffing Manager of Staffing and

Employee Resources at 3M. IRD corresponded with the Native American Science Education Association exploring areas of complementary work. IRD continued good relationships with many Indian organizations including Americans for Indian Opportunity and Council of Energy Resource Tribes.

Dr. Tijerina was instrumental in the establishment of a new committee, the University-Tribal Relations Committee, under National Association of State Universities and Land Grant Colleges (NASULGC) and was present at the initial committee meeting on November 13, 1983, in Washington, D.C. IRD has had contact with personnel from several other universities during this year. They include: Dean Gerald May, College of Engineering, UNM; Arline B. Hobson, Assistant Dean of Students, University of Arizona; Frances May Brooks, University of Cincinnati; and Margo Kickingbird, Assistant Dean, Colorado College.

Staff members have been involved in various organizations of community service. Dr. Tijerina serves on New Mexico Governor's Volunteer Advisory Committee. She continues as a board member of the National Institute for Women of Color and this year served as a member of the Steering Committee for the 15th National Conference on Women and the Law. Interpretation of Indian culture and program visibility were furthered when Mr. Lujan spoke to a class at University Hills Elementary School in April, and when Dr. Tijerina served as a commentator for a panel on "Women in Agriculture" program in February and a speaker on the topic, "Indian Women in Nontraditional Fields," on a Women's History Panel in March. Both of these events occurred on the NMSU campus.

IRD had considerable contact with the All Indian Pueblo Council (AIPC) this year. Staff members met with various AIPC representatives

on September 7, October 12, March 5, March 15 and June 29. In addition, the Director of IRD made a presentation about the program to a meeting of the governors of the pueblos in Santa Fe in February.

Throughout the year IRD staff have met frequently with American Indian Program (AIP) staff to exchange information and coordinate activities between the two programs. IRD assisted with the American Indian Field Day and Picnic in September. Dr. Tijerina serves on the AIP Advisory Committee. She also spoke to a meeting of the Native American Business Students Association (NABSA) on December 7.

VIII. Conclusion

The year, July, 1983 through June, 1984, was a productive one for IRD. In July the program underwent an organizational change, becoming a stand-alone unit within the College of Agriculture and Home Economics. This change increased the responsibilities and accountability of the program staff. In July IRD also moved its quarters from the basement to the first floor of Baldwin Hall. This move into more attractive, functional quarters has improved staff morale and the image of the program to tribal, university and community visitors.

IRD has made strides forward in the areas of recruitment and retention. A highlight is the pilot seminar in cognitive development for incoming Indian freshmen in engineering. This project began the exploration of a new and exciting potential solution to the retention problem. In addition, it initiated a spirit of cooperation among the minorities-in-engineering programs at three New Mexico institutions (NMSU, UNM, and NMIMT) that will result in better coordinated services to Indian students in technical majors. The recruitment component of

the program has been rationally organized and scheduled, and new tools have been developed. The results of an effective recruiting program are long term.

The work experience component of IRD is not as successful as the staff would like. Many more Indian students need summer work or co-op assignments related to their major than are available for them. To attack this problem, IRD has developed a Program Coordinator position specializing in developing job opportunities for Indian students with private enterprises and government agencies. It is hoped that increased emphasis in this aspect of the program will increase the opportunities for career related work experience for participants.

Tracking college students takes effort; they tend to move, change their majors, and progress through their academic careers at irregular rates. In particular Indian students often take time out from school to be closer to home, meet tribal and family obligations, or to earn some money. IRD's computerized participants file will make the task of tracking and serving the students easier. It should result in more efficient contact with the participants, more accountability, and in better data for longitudinal studies in the areas of retention of Indians in technical and scientific majors.

Two proposals for cognitive training projects for Indian students are now pending, one with NSF and one with FIPSE. Funding of either or both of these proposals will present a challenge to IRD to increase the retention of Indian technical majors in a fundamental way. IRD staff are very enthusiastic about the first steps made in this direction during the year. IRD continues to work with members of the U.S. Congress for appropriations for an Indian Resource Consortium to use the

resources of land grant universities in technical assistance and job development with Indian tribes

IRD has increased its visibility within the Indian and university community during the 1983-1984 year. It must continue to broaden its base of support among those interested in producing trained and educated Indian professionals who will contribute to the wise and equitable development of Indian natural resources.

INDIAN RESOURCE DEVELOPMENT

Advisory Committee Meeting
November 18, 1983

Knox Hall, Room 361 New Mexico State University Las Cruces, NM

A G E N D A

Statements by Committee Members

Institute Development

- Conference Committee Language
- Next Steps
- President's Commission on Economies of Reservation
- NASULGC

Budget

- BEF Response

Recruiting - Slide Show

Employmnent - new timing

Update of Financial Aid Brochure

Update of Files

Other Items

Appendix A-2

INDIAN ADVISORY COMMITTEE MEETING

June 1, 1984

A G E N D A

1. Welcome to Mr. Joe Muniz, Jr.
2. Staffing
   a. Tijerina leaving
   b. Lance Lujan as Director
   c. Lena Seoutewa as Secretary
   d. New Staff

      Program Coordinator I
      Program Coordinator II
      Records Clerk II
3. How IRD is set up

   State Agency - University - 3 Deans and Advisory Committee
4. 1984 - 1985 Budget
5. Any new items

   FIPSE Grant

   NSF Grant
6. Questions

JOINT EXPLANATORY STATEMENT OF THE COMMITTEE OF CONFERENCE

The managers on the part of the House and the Senate at the conference on the disagreeing votes of the two Houses on the amendments of the Senate to the bill (H.R. 3913) making appropriations for the Departments of Labor, Health and Human Services, and Education, and Related Agencies for the fiscal year ending September 30, 1984, and for other purposes, submit the following joint statement to the House and Senate in explanation of the effect of the action agreed upon by the managers and recommended in the accompanying conference report.

TITLE I—DEPARTMENT OF LABOR

Employment and Training Administration

PROGRAM ADMINISTRATION

Amendment No. 1: Appropriates $82,739,000 as proposed by the Senate, instead of $85,316,000 as proposed by the House.

Amendment No. 2: Makes available $35,828,000 from the Unemployment Trust Fund as proposed by the House, instead of $36,229,000 as proposed by the Senate.

TRAINING AND EMPLOYMENT SERVICES

Amendment No. 3: Appropriates $2,793,810,000 as proposed by the Senate, instead of $2,961,284,000 as proposed by the House.

The conference agreement includes $15,973,000 for special national programs and activities for the period October 1, 1983 to June 30, 1984, an increase of $5,250,000 over the amount proposed in the House bill. The conferees direct that ongoing special national programs be maintained, including specifically maintaining funding at fiscal year 1983 operating levels for the Human Resources Development Institute, 70,001 Ltd., and the National Displaced Homemakers Network.

Within the funds available for Title IV-D, the managers expect the Department to use a reasonable portion of such amount to fund a demand-based skills training program demonstration project, as described in House Report 98-357 accompanying H.R. 3913.

The conferees urge DOL to utilize a portion of the funds to assist the Indian Resource Consortium for the purpose of developing training and work experience programs related to natural resources activities managed by the Indian tribes in the Southwest.

Amendment No. 4: Restores earmark of $7,500,000 for service delivery areas under section 101(a)(4)(A)(iii) of the Job Training Partnership Act in addition to amounts otherwise provided under sections 202 and 251(b) of the Act, as proposed by the House.

1. EXECUTIVE SUMMARY

The ultimate goal of this project is to reduce the astoundingly high rate of unemployment on Indian reservations by creation of unsubsidized jobs through natural resource development-based private enterprise in the reservations' private sector economies. The objective of this project is to create jobs in natural resource development fields, funded by private enterprise and filled by tribal members, on each of four to six Indian reservations in the southwestern United States. The means of achieving this objective is to create a consortium of southwestern universities to provide tailor-made technical assistance and training so that these businesses can come into being and tribal members are prepared to assume the jobs that are created.

Since this project is a multi-state effort to focus the technical expertise available among the faculties of southwestern universities on enhancing the creation of private-sector jobs in reservation-based enterprises, this project is aimed at the funding priority in Part D, Section 451, of the Job Training Partnership Act.

The **Indian Resource Development Consortium** proposes to conduct a three-year project which will unite and focus:

- expertise in the area of development of Indian natural resources and grant project management,
- liaison among southwestern universities and among southwestern Indian tribes,
- the technical assistance and training resources of these universities,
- the need of Indian workers for gainful employment on reservations, and
- the commitment of the United States government, as administered by the Department of Labor,

to improve Indian reservation economies and to create unsubsidized jobs.

To build reservation economies capable of attracting jobs and recirculating dollars through secondary economic activities, it is important to:

- develop the capability of reservation economies to create unsubsidized private-sector jobs through natural resource development which can be filled by tribal members; and
- prepare tribal members through training to assume the jobs created by natural resource development-based businesses.

To make use of their natural resources, Indian peoples need access to expertise which they lack. Particularly, they need access to resources for training their people in the technical and job-related skills and capabilities with which they have had relatively little prior experience. It is very cost-effective to use the valuable existing expertise in natural resource development in state university systems, land grant colleges, and tribal community colleges.

The Indian Resource Development program at New Mexico State University was created through the State of New Mexico to address exactly this issue. The Indian Resource Development program conducted a survey of the Indian tribes and reservations in the southwestern United States which documents that over 75% of the respondents had made no use of university training and technical assistance in pursuing the development of their natural resources and improvement of their economic future.

This situation can be systematically improved. Tribes which make commitments to develop their natural resources can use assistance from universities. These universities can provide usable technical assistance and expertise to tribal natural resource development.

The **Indian Resource Development Consortium** will create and manage project teams of university faculty members to provide expertise. The **Indian Resource Development Consortium** will design a framework within which southwestern tribal governments can identify and present their best ideas for natural-resource-based economic development activity which will create jobs for tribal members. With the assistance of a highly qualified panel of Indian economic and business development experts, the **Indian Resource Development Consortium** will select two groups of 2-3 projects for intensive assistance. Tribal projects not selected will receive a thorough appraisal of the prospects of their proposal from the expert panel.

The **Indian Resource Development Consortium** will provide a focused application of Department of Labor financial resources to assist the selected projects become reality, through:

- faculty teams offering tailor-made technical assistance in establishing the business endeavor and training tribal members to assume the jobs in the business,
- support for tribal members' wages during their training period, and
- assistance, where warranted by the total number of unsubsidized jobs created through the selected project in relation to the reservation economy and unemployment rate, in the provision of seed capital to leverage the investment of start-up capital.

Indian Resource Development has identified five (5) tasks which must be completed prior to grant award and seventeen (17) tasks to be completed after grant award in order to manage this project successfully. Two groups of proposals are going to be assessed and two sets of selected business proposals come into existance.

Appendix D-1

INDIAN RESOURCE DEVELOPMENT

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

October 6, 1983

Dear Participant:

The IRD program is gearing up for 1984 summer work placement for interested participants. To be more effective, we need more information to determine the types and number of summer jobs needed. If you want a summer job, please fill out the enclosed request and return it to IRD in the prepaid envelope.

Funds are available for travel to job site and start-up allowance for students that qualify on the basis of financial need. To qualify for assistance, please have your financial aid officer fill out the enclosed form and return it to us. Funds will be distributed to eilgible students on a first come basis judged from the date of receipt of the completed forms.

If you will give us an idea of what kind of job you seek and what geographic area you would like to work in, we will attempt to match you up with potential employers. The function of IRD is to provide our participants with employment leads. It will be your responsibility to make contact with and submit your application and resume to potential employers.

The summer job market will be tough. IRD is, therefore, for the first time requiring a resume be submitted with your request. You must make an early effort to seek out summer employment. Check your College Placement Office, and remember to start early.

Good luck

Sincerely,

Lance Lujan

Lance Lujan
Program Coordinator

ger

Enclosures

Indian Resource Development (IRD)

(1983-1984)

SURVEY

Name_____Tribe_____

Current Address_____

Permanent Address (other than current, easiest to reach you)

_____

Current Phone_____Permanent Phone_____

College_____

Major_____G.P.A.(information vital)_____

Do you need a summer job (Summer 84)_____

What type of summer job do you prefer (i.e., in your major, for certain skills, any job, etc.)?_____

_____

Location Preferred_____

Would you be willing to accept a position just for the experience and improved resume?_____

_____

Do you qualify for travel assistance?_____

If answer is Yes, send enclosed proof of financial need.

Appendix D-3

INDIAN RESOURCES DEVELOPMENT AND
INTERNSHIP PROGRAM (IRDI)

Box 3 IRD
Las Cruces, New Mexico 88003
Telephone (505) 646-1347

NEW MEXICO STATE UNIVERSITY

TO: Indian Resource Development (IRDI)

FROM: Financial Aid Office, _____
College or University

SUBJECT: Financial Aid for Student

Attention: Lance Lujan

_____
NAME

_____
SOCIAL SECURITY NUMBER

The above named student is eligible to receive financial aid based on financial need.

_____
Signature

_____
Title

_____
Date

Appendix D-4

RECEIVED MAR 2 1 1984

HEWLETT PACKARD

3000 Hanover Street, Palo Alto, California, Telephone 415 857-1501, TWX 910 373 1267
Mail Address: P. O. Box 10301, Palo Alto, California 94303-0890

March 15, 1984

Kathryn Harris Tijerina
Indian Resources Development and
Internship Program (IRD)
Box 3 IRD
Las Cruces, New Mexico 88003

Dear Ms. Tijerina:

Thank you for your letter informing us about IRD. Hewlett-Packard does have a program that employs students for both summer internships as well as co-op positions. I've enclosed flyers describing the Student Employment and Educational Development (SEED) program.

There are two basic ways to become a candidate for SEED employment. One way is to interview on campus during the spring recruiting process or in some cases, at conferences where interviewing may be taking place such as the American Indian Science and Engineering Society's conference. The second way is to send us an application. I'm also enclosing a couple of application forms for your use.

We are employing 425 - 440 new SEEDs this year with emphasis on Electrical Engineering, Computer Science, Electrical Engineering/Computer Science and Mechanical Engineering majors. If you have any questions please call. Thank you for your interest in Hewlett-Packard.

Sincerely,

Miguel Trujillo

Miguel Trujillo
Personnel Representative

cc: Rich Kochis, Greeley Division
Jim Williams, Colorado Springs Division

MT/bh

STEP TESTING
JUNE 22, 1984

IRD HIGH SCHOOL STUDENTS' ORIENTATION

Ability - H = high
A = average
L = low
and combinations
of these listed

Abbreviations - GLI = Grade Level Indicator
%ile = Percentile Ranking
SES = Socio-economic Status
* = Assumed to pertain

Needs - V = Vocabulary
M = Math
S = Science
E = English/
Language Arts
T = Tutoring
R = Regular Program

Appendix E-1

NAME & Grade	Reading %ile Stanine GLI	Vocabulary %ile Stanine GLI	Math Comp. %ile Stanine GLI	Math Conc. %ile Stanine GLI	Bio. Sci. %ile	Phys.Sci. %ile	Ability	Needs	Low SES %iles *
	36-4-9.4	24-4-7.9-	77-7-10.5+	55-5-11.1+	79-7	49-5	A	V,E	R50,V34, M86,MC73
	48-5-9.4	34-4-8.2	44-5-9.2	46-5-9.4	54-5	58-5	A	R	R63,V49, M56,MC63
	49-5-10.9	37-4-9.1	73-6-10.5+	63-6-11.1+	79-7	85-7	HA	V	R65,V49, M83,MC78
	62-6-10.9	38-4-8.3	72-6-10.5+	84-7-11.1+	60-6	56-5	HA	V	R75,V51, M83,MC92
	68-6-12.9+	63-6-12.9	86-7-10.5+	71-6-11.1+	69-6	41-5	HA	R	R82,V75, M94,MC85
	22-3-7.9-	27-4-8.2	58-5-10.5+	44-5-10.1	69-6	81-7	L & A	E,V T	R34,V38, M71,MC62
	47-5-10.5	53-5-11.0	58-5-10.5+	44-5-10.1	69-6	49-5	A	R	R63,V67, M71,MC62
	80-7-12.9+	89-8-12.9+	64-6-10.5+	70-6-11.1+	79-7	52-5	H	R	R88,V92, M76,MC82

**Please note the significantly larger percentiles in the Low SES column for students who scored in the average range (stanines 4-6). Given an "equal opportunity" economically and educationally, these students are predicted to score higher.

Name & Grade	Reading %ile Stanine CLI	Vocabulary %ile Stanine CLI	Math Comp. %ile Stanine CLI	Math Conc. %ile Stanine CLI	Bio.Sci. %ile	Phys.Sci. %ile	Ability	Needs	Low SES %iles *
	68-6-12.9+	87-7-12.9+	83-7-10.5+	67-6-11.1+	69-6	85-7	HA	R	R79,V91, M91,MC80
	22-3-7.9-	13-3-7.9-	54-5-10.5+	59-5-11.1+	52-5	63-6	LA	E,V T	R34,V20, M68,MC76
	92-8-12.9+	91-8-12.9+	98-9-10.5+	96-9-11.1+	94-8	89-8	H	R	R95,V94, M99,MC98
	48-5-9.4	34-4-8.2	38-4-8.6	21-3-7.9-	47-5	17-3	LA	M,V,S	R63,V49, M48,MC32
	92-8-12.9+	82-7-12.9+	98-9-10.5+	95-8-11.1+	69-6	70-6	H	R	R95,V88, M99,MC98
	56-5-12.0	37-4-9.1	93-8-10.5+	73-6-11.1+	94-8	70-6	HA	E,V	R71,V47, M97,MC86
	54-5-10.2	25-4-7.9-	41-5-9.0	61-6-11.0	88-7	64-6	A	V	R70,V38, M56,MC75
	36-4-9.4	20-3-7.9-	39-4-9.4	30-4-8.5	60-6	49-5	LA	E,V,M	R50,V29, M56,MC47
	49-5-10.9	13-3-7.9-	69-6-10.5+	40-5-9.5	94-8	92-8	A	V	R65,V20, M80,MC58
	7-2-7.9-	13-3-7.9-	80-7-10.5+	48-5-10.5	38-4	49-5	LA	E,V T	R12,V20, M88,MC66
	47-5-10.5	31-4-8.3	58-5-10.5+	44-5-10.1	38-4	24-4	LA	V,S	R63,V41, M72,MC62
	10-2-7.9-	6-2-7.9-	88-7-10.5	32-4-8.1	47-5	52-5	L & A	E,V T	R36,V10, M95,MC45

Appendix E-2

Name & Grade	Reading %ile Stanine GLI	Vocabulary %ile Stanine GLI	Math Comp. %ile Stanine GLI	Math Conc. %ile Stanine GLI	Bio.Sci. %ile	Phys.Sci. %ile	Ability	Needs	Low SES %iles
	70-6-12.0	85-7-12.9+	72-6-10.5	43-5-9.2	27-4	58-5	HA	M,S	R81,V90, M84,MC58
	27-4-8.8	12-3-7.9-	20-3-8.2	16-3-7.9-	44-5	75-6	L & A	E,V,M T	R39,V21, M28,MC25
	42-5-10.1	16-3-7.9-	24-4-8.0	52-5-11.0	69-6	24-4	A	V,M	R58,V22, M37,MC70
	44-5-9.2	19-3-7.9-	75-6-10.5	58-5-10.5	54-5	64-6	A	V	R59,V31, M87,MC73
	56-5-12.0	41-5-9.3	39-4-9.4	17-3-7.9-	60-6	17-3	LA	M,S	R71,V55, M56,MC32
	89-8-12.9+	91-8-12.9+	65-6-10.5+	73-6-11.1+	79-7	85-7	H	R	R93,V94, M77,MC86
	36-4-9.4	16-3-7.9-	48-5-10.4	24-4-8.1	27-4	49-5	LA	V	R50,V24, M66,MC40

at each Ability rating
High - 4
Average - 23
Low - 0

% at High - 15
% at Average - 85

# of Females - 17
% at High - 11
% at Average - 52

# of Males - 10
% at High - 4
% at Average - 33

Respectfully submitted,
Rebecca Courtney
Rebecca Courtney
Educational Diagnostician

Please note that the 1983 STEP Report gave information on scores that fell in the below average range. Although some students did receive scores below the fourth stanine in one or more subtest areas, they earned other subtest scores that were substantially higher to compensate.

Another result of this year's testing versus 1983 is that of the four students rated High, not one attends a large urban high school.

Appendix F-1

EIGHTH ANNUAL AMERICAN INDIAN HIGH SCHOOL STUDENTS ORIENTATION

June 17 - 22, 1984

FINAL RESULT OF PROGRAM EVALUATION

Part I - Student Status

27 Participants

Part II - Overview of the Orientation Program

Answers ranked from 1 to 5, with 1 being the most valuable and 5 being the least valuable.

	EXCELLENT 1	2	AVERAGE 3	4	POOR 5
Overall consideration of orientation	11	14	2	-	-
The speakers were informative	8	13	6	-	-
The ideas presented were well organized	6	17	3	1	-
The length of the orientation	8	4	10	4	1
The pace of the orientation	2	10	10	3	-
Selections of lectures were	7	16	4	-	-
	(Too Long)		(Too Short)		
The Length of speaker's presentations was	1	6	20	-	-
The field trips	6	1	10	7	3
Meals were	2	5	15	3	2
The counselors were helpful	14	5	8	-	-

Part III

Items ranked in accordance to how students felt about the orientation, with 1 being the most valuable and 5 being the least valuable.

	1	2	3	4	5
Information presented by speakers	7	12	2	4	2
Talking with counselors	8	5	6	3	5
Learning about engineering, business, science, math, agriculture	16	6	3	1	1
Opportunity to make and renew personal contacts	8	7	9	2	1
Seeing the campus	8	3	4	4	8

Part IV

WHAT THREE THINGS ABOUT THE ORIENTATION ARE MOST HELPFUL?

1. Learning Skills
2. Lectures (from Professors, etc.)
3. Field Trips

WHAT THREE THINGS DID YOU LIKE THE BEST ABOUT THE ORIENTATION?

1. Lectures
2. Field Trips
3. The sports activities

WHAT THREE THINGS DID YOU LIKE THE LEAST ABOUT THE ORIENTATION?

1. Sitting on the hard desks and staying in one room most or all of the time.
2. The 10:30 pm curfew (Going to bed early)
3. Gettin up early.

Part V

	YES	GUESS SO	NOT SURE	NO
Did you enjoy coming to the orientation	27	---	---	--

Why did you attend the orientation? To experience college life and to see NMSU.

	YES	GUESS SO	NOT SURE	NO
Do you think the orientation was helpful?	27	---	---	--
Did the orientation add knowledge to your interests?	26	1	---	--

Would you encourage other Indian Students to attend the orientation?

YES	NO
27	--

What fields are you interested in? Computers, Engineering, Business, Chemistry, and Geology.

Are you interested in going to college? YES: 24 NO: -- UNDECIDED: 3

What college or university interests you? New Mexico State University, University of New Mexico, Eastern New Mexico University, New Mexico Tech (Soccoro), Arizona State University, and Ft. Lewis College.

Did your counselor help you to understand the orientation plans? Were the counselors helpful? YES: 24 NO: 1 SOMEWHAT: 2

Should we continue to give scholastic testing in the areas of math, english, and science? Is this beneficial to you? YES: 24 NO: 1 SOMEWHAT: 2

Impression of the orientation?

1. Did like: The Sports activities and the overall orientation.
2. Did not like: Dorm beds and the entomology speaker.
3. Improvements: A whole tour of the NMSU campus, a two week orientation (longer wks.), more sports activities, more field trips, and more interesting speakers.

Part VI

Items ranked in accordance to how the students felt about the orientation, with 1 being the most valuable and 5 being the least valuable.

	EXCELLENT 1	2	AVERAGE 3	4	POOR 5
Sunday, June 17					
Orientation to the Orientation	5	8	14	-	-
Monday, June 18					
Discussion Rules & Programs	5	14	7	1	-
Learning Skills Session	15	7	5	-	-
Geology & Geological Engineering	8	8	8	3	-
Biology	7	11	7	2	-
Tuesday, June 19					
Learning Skills Session	16	7	3	1	-
Engineering	18	6	3	1	-
Entomology	4	7	7	7	2
Self Concept	15	10	2	-	-
Wednesday, June 20					
Learning Skills Session	17	5	5	-	-
Self Concept	13	11	3	-	-
Animal Science	13	10	3	-	1
Agriculture Institute	6	7	9	3	2
Physics	19	7	1	-	-
Thursday, June 21					
Learning Skills	16	5	4	2	-
Self Concept	11	11	5	-	-
Chemistry	21	6	-	-	-
Business	9	7	9	2	-
Tour of the Horse Farm	16	6	3	2	-

	EXCELLENT		AVERAGE		POOR
	1	2	3	4	5
Friday, June 22					
Learning Skills	17	5	3	2	-
American Indian Program	10	11	5	1	-
Testing	4	6	11	4	2

Appendix G-1

NEW MEXICO INSTITUTE OF MINING AND TECHNOLOGY

SPECIAL SERVICES

"CAREERS IN MATH, SCIENCE, & ENGINEERING

for Parents, Students, School Personnel
and other Interested Persons

Presented by Special Services, New Mexico Institute of Mining and Technology, Socorro, N.M.

and Sponsored by Farmington Public Schools

on Thursday, April 12,1984, at 6:30 p.m.

at Farmington Civic Center, 212 W. Arrington, Exhibit Hall, Room 3

PROGRAM: "Designing Your Future"
film of historic engineers of our time

New Mexico Tech College Degrees

Scholarships and Financial Aids for College Students

"There is a Need for Engineers"
Mr. Chester Benally
CONSOLIDATION COAL CO.
Burnham Mine
Farmington

Mr. Raymond Tsosie
UTAH INTERNATIONAL
Fruitland

Pre-College Summer Programs
JoAnn Sarracino, N.A.M.E.S. Director
and former N.A.M.E.S. participants

Closing
Refreshments provided by
Special Services

For more information call
Arlene Kirstine
Farmington Public Schools
325-2341

Appendix G-2

NEW MEXICO INSTITUTE OF MINING AND TECHNOLOGY

SPECIAL SERVICES

"Careers in Math, Science, and Engineering"

for Parents, Students, School Personnel

and other Interested Persons

Presented by New Mexico Institute of Mining and Technology, Socorro

and Sponsored by Laguna-Acoma P.T.S.O.

on Tuesday, February 28, 1984 at 6:30 p.m.

Laguna-Acoma High School Cafeteria

Film: "Designing Your Future" historic engineers of our time

New Mexico Tech Engineering Student Panel

Scholarships for Indian Engineering Students at New Mexico Tech
Sy Gormley, Financial Aid Director

Professional Indian Engineers: Georgia (Dailey) Pedro
Environmental Engineering
New Mexico Tech

Dennis Felipe
Mechanical Engineering
New Mexico State University

Getting a Head Start with
Pre-College Summer Programs: JoAnn Sarracino
N.A.M.E.S. Director

Refreshments Provided by
New Mexico Tech Special Services

CENTER FOR MANAGEMENT AND PROFESSIONAL DEVELOPMENT NEW MEXICO STATE UNIVERSITY

THE FOLLOWING SEMINAR IS DESIGNED SPECIFICALLY FOR NATIVE AMERICANS OF NEW MEXICO WHO ARE ACTIVELY ENGAGED IN MANAGEMENT.

COST AND LOCATION There is No Registration fee for the seminar. There will be a luncheon each day and a reception June 13 after the session at no cost to you. Each individual is responsible for his/her own room and board. The seminar will be held at the Regent Convention Center, Laguna room in Albuquerque.

SEMINAR SCHEDULE: SEMINAR - STRATEGIC PLANNING and MANAGERIAL SKILLS

JUNE 13, 1984 - A.M.-SESSION I

COMPONENTS OF STRATEGIC MANAGEMENT: AN ALTERNATIVE TO KNEE JERK RESPONSES

- Myths About Strategic Planning: What it can and cannot do for an organization.
- The Eight Critical Steps of Effective Strategic Management.
- The Mission Statement: What do we do?
- The Strategic Management Model: How can it work for you?

SESSION II

ANALYZING YOUR ORGANIZATION: THE ORGANIZATION PROFILE

- Performance Capabilities: The Link Between Performance and Strategy
- Resources: What is our potential?
- Strengths and Weaknesses: Let's not set ourselves up for failure.
- An Exercise in Analyzing how the organization relates to other people and organizations

JUNE 13, 1984 - P.M.-SESSION III

THE IMPACT OF THE "WORLD" YOU LIVE IN: ENVIRONMENTAL ANALYSIS

- How to do an Opportunity Analysis: An Exercise
- Determining the Impact of Economic and Technological Forces
- How is your organization affected by social and political factors?
- Identification of Opportunities and Risks: What you don't know can hurt you.

SESSION IV

GETTING THE JOB DONE: SELECTING AND IMPLEMENTING STRATEGIES

- Selecting Strategies for Survival and Success
- Putting Strategies to work and Selection of Tactics
- Review and Evaluation: How do you know if its working?

Appendix H-2

JUNE 14, 1984 - A.M.-SESSION I

THE EFFECTIVE MANAGER

- The Managers' Job
- Myths about Successful Management
- Behaviors of Managers to Avoid
- Characteristics of Effective Managers
- Achieving Productivity Through Improved Employee Performance

SESSION II

LEADERSHIP

- The Supervisor as Leader
- Leadership Style and Effectiveness
- Handling Problems
- Barriers to Productivity and Leadership
- What Good Leaders Do

JUNE 14, 1984 - P.M.-SESSION III

MOTIVATION FOR PRODUCTIVITY

- The Manager as Motivator
- Shaping Good Performance
- Improving and Maintaining Productivity
- Undermining Motivation
- The Self-Fulfilling Prophecy

SESSION IV

PERFORMANCE EVALUATION AND DISCIPLINE

- Key Concepts and approaches
- Problem Areas - How to deal with them
- Guidelines and Techniques for Improved Performance Evaluations
- Rules and Regulations - Their Impact on Employee Behavior
- Effective Discipline - Changing Behavior
- Progressive Discipline and the Role of the Manager

REGISTRATION TIME: 8:00 A.M. June 13, 1984
SESSION TIMES: 8:30 A.M. TO 5:00 P.M. Each Day